

**2018 POLICE LIEUTENANT
PROMOTIONAL EXAMINATION

CANDIDATE TEST GUIDE**

January 2018

TABLE OF CONTENTS

	Page
INTRODUCTION.....	1
Overview of Examination	
Information Sessions	
What's New	
PHASE I: OPEN-BOOK MULTIPLE CHOICE EXAM.....	2
PHASE II: CLOSED-BOOK MULTIPLE CHOICE EXAM.....	2
MULTIPLE CHOICE TEST-TAKING SKILLS.....	3
Marking the Answer Sheet	
Test-Taking Strategies	
Error Analysis	
MULTIPLE-CHOICE APPEAL PROCEDURES.....	7
PHASE III: WRITTEN WORK SAMPLE.....	8
CLERICAL REVIEW.....	9
PHASE IV: ORAL BOARD EXAMINATION.....	10
Oral Communication	
Interpersonal Relations	
Judgement/Problem Resolution	
Decisiveness/Initiative	
STUDY SKILLS.....	14
Concentration Techniques	
Reading Comprehension Techniques	
Note-Taking Systems	
Memory Techniques	
Visualization	
Tips	
2018 READING LIST.....	20

INTRODUCTION

OVERVIEW OF EXAMINATION

This test guide is designed to assist you in your preparation for the 2018 Police Lieutenant Promotional Examination. The examination consists of four phases:

- Phase I, Open-Book Multiple Choice Examination: September 18, 2018
- Phase II, Closed-Book Multiple Choice Examination: September 18, 2018
- Phase III, Written Work Sample Examination: September 20, 2018
- Phase IV, Oral Board Examination: one day (TBD) during the week of October 15, 2018

Unforeseen events may cause the exam dates to change. Such changes will be announced in the Division's Daily Bulletin, on the Civil Service Commission website at www.columbus.gov/civilservice/ and/or in email notices to candidates.

Applications must be submitted on-line at the Commission's website during the filing period of July 1 through July 31, 2018.

Each phase of the examination will be converted to z-scores and weighted twenty-five (25%) percent of the total exam score using the straightforward mathematical approach used in past years for all such exams. Per the FOP Contract, seniority points will be added to passing scores. Tentative test results will be sent to candidates on November 1, 2018. Final test results with rankings will be sent on November 14, 2018.

These examinations are designed on the basis of information obtained from a job analysis of the police lieutenant job classification. The job analysis provides a description of the duties performed by Columbus police lieutenants, and identifies the knowledge, skills, and abilities required to effectively perform the job.

INFORMATION SESSIONS

Prior to the administration of this examination, the Civil Service Commission will hold information sessions to inform candidates about the examination process. The sessions are optional; however, attendance at one session is recommended for all applicants. The same information will be covered at both sessions. The information sessions are scheduled for August 7 at 2:00 p.m. and August 9 at 8:00 a.m.

WHAT'S NEW

The Written Work Sample will be administered on computer. During the job analysis police lieutenants rated computer abilities as important to the job of a police lieutenant and important to possess on day one of the job. As such, the use of computers during testing is appropriate. We plan to require candidates to respond to the written work

sample phase via computer. We encourage you to become familiar with using a desktop computer prior to taking the written work sample phase of the test. Later in this guide the Commission provides a link to a training module that will discuss computer basics.

PHASE I – OPEN-BOOK MULTIPLE-CHOICE EXAMINATION

The first phase of the examination will be an open-book multiple-choice exam. This part of the exam uses a multiple-choice format. It is designed to test knowledge that does not require memorization, but can be retrieved from source materials.

The questions on this phase of the exam will be derived from the sources included on the reading list. There will be eighty (80) to one hundred (100) questions on this phase. Candidates will record responses on a scan enabled answer sheet and only responses on that sheet will be scored. There will be no deductions for incorrect answers.

You will be permitted to use all the sources on the reading list for this exam. You must bring your own sources to this exam. You may not share sources during the examination. Sources will be subject to inspection at the test site to ensure that no additional summary pages have been added.

PHASE II – CLOSED-BOOK MULTIPLE-CHOICE EXAMINATION

The second phase of the examination will be a closed-book multiple-choice exam. This part of the exam uses a multiple-choice format designed to test knowledge that is taken from memory without benefit of referencing source materials. You will not be permitted to use any of the sources on the reading list for this phase. Phase II of the exam will be given the same day as phase I.

The questions on phase II will be derived from the sources included on the reading list. There will be eighty (80) to one hundred (100) questions on this exam. Candidates will record responses on a scan enabled answer sheet and only responses on that sheet will be scored.

You are advised to arrive at the test site at least fifteen (15) minutes prior to the beginning of each phase of the examination.

MULTIPLE-CHOICE TEST-TAKING SKILLS

MARKING THE ANSWER SHEET

All of the questions on the open and closed-book portions of the examination are in a multiple-choice format. You are to mark your answers (A, B, C, etc.) on separate scan enabled answer sheets, which you will be given during the examination. The answer sheets will be scored by machine so it is important that you follow marking instructions carefully.

When you use the answer sheets during the examination, follow these instructions:

1. Make good **dark** marks that completely fill in the circle for the alternative that you believe is the best response.
2. **Completely** erase any changed answers.
3. Make one, and only one, mark for each question.
4. Frequently check that the question number in the test booklet corresponds with the number of the space you are marking on the answer sheets.
5. Use only the **#2 pencils** on your answer sheet. You will be provided pencils during the examination. Do **not** use felt-tip or any other pens.
6. To change an answer, fully erase the answer you intend to change then mark your new answer.
7. Follow the test monitor's instructions carefully for marking your Identification Number on the Answer Sheet.
8. Although you **are** permitted and encouraged to mark in the test booklet, your score will be based **only** on the answers recorded on the answer sheets.

TEST-TAKING STRATEGIES

The following test-taking strategies may be helpful to you when taking the multiple-choice tests:

1. Make sure that you read the directions carefully.
2. Make sure you know how to mark the separate answer sheet correctly.
3. Make sure you know how much time you have to complete the examination.

4. Read each question carefully. Try to answer the question before you look at the answers provided. If you know the answer, compare your answer to the available choices and pick the closest alternative.
5. Find clue words. Words such as **all**, **only**, **none**, **every**, **must**, **require** and **never** harden the meaning of the sentence by indicating that there are no exceptions. As a general rule, alternatives with these words have a lesser chance of being correct. Words such as **some**, **sometimes**, **may**, **generally**, and **possibly** soften the meaning of a statement and leave more room for an alternative to be correct.
6. Don't be afraid to go with the first answer that comes to your mind. Often, first instincts are correct.
7. Answer the easy questions first and then go back to the harder ones so that you do not spend too much time on any one item.
8. If you don't know the answer to a question before looking at the alternatives, first eliminate those choices that are clearly wrong. This makes the chance of picking the correct answer easier. After eliminating these obviously wrong answers, pick the best alternative from those that are left. You might mark the question, come back to it, and change the answer later.
9. Be careful not to be misled by alternatives that are only partially true or only true if certain conditions are present and such conditions are not presented in the question.
10. When reading test questions, you may mark in the test booklet. Here are some suggestions.
 - a. Use slash marks (/) to break up sentences into smaller segments. This will help you focus on each piece of information.
 - b. Circle key words that tell what the sentence is all about. This will help you get a "handle" on the sentence and will make it easier if you have to hunt for an answer.
 - c. Underline or highlight words that harden or soften the meaning.
 - d. Put marks next to each alternative (e. g., "g" = "clearly a good answer", "x" = "clearly a bad answer"). If you have to re-read the question or answers, this will save time.
11. Since writing in the test booklet is permitted, circle or mark the answer you selected and recorded on the answer sheet. This will help if you have time to review your responses and during the subsequent appeals period.
12. There are no deductions made for incorrect answers on this examination, so answer every question, even if you must guess. The final raw score is equal to the total number of correct responses.

13. If you have time, go back and look at every question and answer. Make any changes that are necessary.
14. Remember, test monitors are there to assist with procedures. If you have any questions, ask for assistance before the examination begins or whenever a question arises. Monitors can answer questions about exam procedure and clarify instructions, but may not answer questions about exam content.
15. With approximately eighty (80) to one hundred (100) questions on the open-book and on the closed-book exams, you may want to pace yourself and leave time to go back and check your work.
16. The test questions and keyed responses are developed using the source materials on the reading list. Civil Service Commission staff and subject matter experts make great efforts to develop test material that match the job, but in the event that there are discrepancies between practices performed on the job and the practices as stated in the source, the keyed response will reflect the source.

ERROR ANALYSIS

Each one of us has weak areas in our test-taking behavior. There are several possible reasons for choosing an incorrect response. Practice test booklets are available at the local library or through bookstores. Taking practice tests and then analyzing why you chose an incorrect response may help you identify potential problems. The following are six possible reasons for incorrectly answering a question along with possible methods of avoiding those errors:

1. You have accidentally marked the wrong space on the answer sheet. Since there are a limited number of questions on the exam, careless errors such as these are costly. Check each answer choice on the answer sheet to ensure you are marking the answer you have chosen. As an additional check, after you complete the exam, go back over every question and make sure the answers match.
2. You have misread a question or answer by overlooking a key word or phrase. The solution to this problem is UNDERLINING/HIGHLIGHTING. Underlining or highlighting makes those key words and phrases stand out when choosing an answer. Once you have underlined/highlighted the key words and phrases, check the details of the possible answers with the details you underlined/highlighted, one by one. If every detail doesn't match, consider that answer suspect and try another. **Always keep in mind that you are looking for the best answer of the choices listed.**
3. You do not know the meaning of one or more key terms. This could be a problem in PREPARATION and/or VOCABULARY. Underline or highlight key terms and make sure you know what they mean as part of your study process. If an unfamiliar term is a technical term, it most likely will be defined in the books. If an unfamiliar term is not

a technical term, go to a dictionary and look it up. It is a good idea to build your own glossary of terms and their meanings as a part of your test preparation.

4. You may have been unable to distinguish the important and unimportant parts of a question because it was complicated or difficult to understand. These are the questions you should skip until the end of the test. These are the questions on which you should use the slash mark technique discussed earlier. Use slash marks to break up the material into small segments, and then concentrate on one segment at a time. When you go back to these questions first read the possible answers before reading the question. This tells you what to concentrate on while reading the question.
5. You may miss a question because you are simply unaccustomed to comparing combinations of information. This is a problem of re-arranging information in the correct way so that it makes sense. Underline or highlight critical pieces of information and then compare the information with the possible answers point by point. Also, concentrate on eliminating the wrong answers first.
6. You may have selected an answer that “looked good.” There are a number of factors that can cause you to fall for incorrect answers that look good.
 - a. An incorrect answer may contain an exact phrase from the question.
 - b. An incorrect answer may contain a phrase or sentence that is used out of context. For example, an idea, which is expressed but then rejected, may be presented as an idea that was supported in the question.
 - c. An incorrect answer may overstate what the question has stated. For example, if the question says, “Some officers,” the incorrect answer may say, “All officers.”
 - d. An incorrect answer may contain a quote from an irrelevant section of one of the sources.

Listed below are some specific strategies for avoiding the tendency to fall for incorrect answers that look good.

- a. Have an answer in mind before you look over the alternatives. This will make you less susceptible to choosing an answer that looks good.
- b. Do not forget to use the method of marking each alternative to indicate what you think about it (e.g. bad, good, or possible) before choosing one.
- c. Stick strictly to the facts of the question and do not fall for answers that stretch or exaggerate the facts described in the test question. This is the time to watch out for words that harden or soften a phrase such as only, never, always, must, require, whenever, all, etc.

MULTIPLE-CHOICE APPEAL PROCEDURES

The multiple-choice examinations will be subject to a one-round appeal process. The dates of the appeals are September 19, 20, and 21, 2018. In the one-round appeal process, candidate appeals will be anonymous and will be reviewed by subject matter experts. The subject matter experts will determine the merit of each appeal. If an appeal is upheld it will result in that item being either deleted or re-keyed for all candidates taking the exam. All decisions will be final.

You will be permitted to mark your answers in your test booklets during the test for later use during the appeal period. During the appeals process, you will be permitted to review your test booklet, but **not** your scanned answer sheet. Therefore, marking your answers in your test booklet during the exam will allow you to review your responses during the appeal process. These markings are solely for your own use. The official computer answer sheets are the **ONLY** documents that will be used to determine your raw scores.

You will be permitted to submit appeals on phases I and II during the three-day period following the phases I and II test administration. On appeal days you will be provided with the answer keys and your own test booklets. Candidates must bring their own source material to reference for appeals, and are strictly prohibited from writing in those source materials or from removing any test materials (original, machine-copied, or hand-copied notes) from the appeal site.

Cell phones, computers, and any other electronic devices are PROHIBITED from use in the appeal room and only exam candidates ARE permitted—NO adult family or friends.

Basis of Appeals: Candidates must indicate the basis on which the appeal is being filed. Appeals which are ambiguous, do not refer to one of the four reasons listed below, or are unsubstantiated, may be summarily dismissed. For each appeal submitted, candidates must clearly indicate the reason the appeal is being filed and explain the rationale. An item may be appealed for one of the following reasons **ONLY**:

1. No correct alternative: The appellant must specify the reason the keyed alternative is incorrect.
2. Multiple correct alternatives: The appellant must demonstrate that an un-keyed alternative is at least as proper as the keyed alternative.
3. Item is not contained in a source on the reading list: The appellant must demonstrate that the item was based on reference material **not** contained in a source on the reading list.
4. Incorrectly keyed alternative: The appellant must demonstrate that the keyed alternative is incorrect and a different alternative is correct.

Resolution of Appeals: Each appeal submitted will be reviewed by a panel of subject matter experts. In the event an appeal for one of the reasons outlined in 1-3 is granted, the item will be deleted. If an appeal is granted on the basis that the alternative was incorrectly keyed (4), the key will be corrected. The decisions of these appeals by the Commission are final.

PHASE III – WRITTEN WORK SAMPLE EXAMINATION

Each component of the written work sample is designed to assess various managerial abilities deemed necessary to be an effective police lieutenant. The written work sample tests will consist of one or more problems and may consist of a series of situations or problems typical of issues a Columbus lieutenant might face on the job. Candidates may be asked to describe how they would handle each problem, issue, or situation. Candidates may be required to complete or review a letter, a memo, an outline, and/or other written work product. The situation may require a brief description of actions to be taken or call for a detailed plan of action. Candidates will be given a limited amount of time to complete this phase of the test.

In addition to the sources on the reading list, candidates will be permitted to bring a dictionary to the written work sample exam. Electronic dictionaries, however, are not permitted. All candidates must bring their own copies of the reading list sources to the exam. **CANDIDATES MAY NOT SHARE SOURCES OR DICTIONARIES DURING THE EXAMINATION.** All sources will be subject to inspection at the test site to ensure that no additional summary pages have been added. The use of tabs, highlighting, underlining, and notes in the margins are allowed.

Responses on computer will be required for the written work sample phase. If the number of candidates signed up to take the exam is greater than the number of computers available in the test location, then two sessions, a morning and afternoon session, with sequestering, may be needed. If this occurs, appeals to the multiple-choice will be available during the alternate time on that date.

If you have limited computer abilities, you are strongly encouraged to improve in this area through training, learning basic computer terminology, and through practice. There are many free training modules available online that can provide the information you need to navigate the computers during the exam. Here is a link to a training session created by Edith Cowan University: <https://www.youtube.com/watch?v=DwsKeoXOa9I>. This particular session covers useful basic computer terminology such as 'desktop,' 'icons' and 'Windows Explorer' during the first 10 minutes (0:00 to 10:20) of the video. If you are new to using a computer with various programs and files, viewing this portion of the video will provide the basic information needed to navigate the computer during the exam. This training module then covers (10:15-24:00) how to explore and use the internet, which is not needed for testing, but may be useful on the job. Finally, this training module covers basic Microsoft Word functions beginning at the 25:30 minute mark on the video. This portion of the training covers how to type, capitalize, bold, align text and how to copy and paste text. If you do not already have a working understanding of these Microsoft Word functions watching this part of the video in advance of the test

may prove helpful to you during the test. We encourage you to determine your experience level with computers and to seek the training and practice you will need to be successful using a computer to provide your response on test day.

Scoring of the lieutenant written work sample exam will utilize a check-off type answer key. Civil Service analysts will work closely with subject matter experts in the Division of Police to create the check-off key. Where possible, subject matter experts and analysts will identify the knowledge source from which each keyed response was derived. Note; some of the keyed responses will be based upon subject matter expert input describing best and/or common practices in response to the written work sample items. The answer key may have built-in safeguards so those candidates who give contradictory responses or fail to make necessary decisions will not receive full credit or may receive negative credit. During the grading of the exam, development subject matter experts may be consulted for clarification of the answer key and exam responses. During the grading process for the lieutenant exam, candidates' responses will be compared to the answers identified on the key. Exams for each candidate will be graded separately by two graders. After this initial grading, the score sheets will be compared item by item. If there are any items where one grader gave credit and the other grader did not give credit, then this item will be scored by a third grader. Credit for items will be determined on a two-out-of-three basis.

CLERICAL REVIEW

You will be given an opportunity to participate in a clerical review process. At the clerical review, you may check the accuracy of the scoring process. You may petition for additional points, in the event you believe a response provided is consistent with the key, but was not acknowledged with an awarded point(s). You may petition for a review of the given response. Internal subject matter experts, at the rank of lieutenant or above, will conduct the petition reviews and determine whether points will be awarded based upon the petitions filed.

During the clerical review, a limited appeal process for the written work sample component will be implemented. If during the clerical review you believe that you have identified that an answer on the key is critically flawed, you may submit an appeal to the Commission Executive Director. Appeals shall be submitted in writing. Written appeals submitted will not contain candidates' names, rather, they will be identified by candidate identification number only. If the appeal is upheld, the keyed response will be deleted for all candidates.

During the clerical review, you will also have an opportunity to check the accuracy of the scoring of your multiple-choice exams answer sheets. In the event your tally of the score does not match the tally we have recorded, you may petition for a correction of the score. It is during this review that you will have an opportunity to see the results of the multiple-choice appeals.

The clerical review is scheduled for October 10, 11, and 12, 2018 from 9:00 a.m. to 4:00 p.m. Remember that the review period is subject to change and any change will be announced in the Daily Bulletin and on the Civil Service Commission website.

PHASE IV – ORAL BOARD EXAMINATION

The last phase of the promotional examination is the oral exam; this phase consists of two oral exercises. You will be given two problem situations for which you must develop solutions. You will be given a set amount of time in which to prepare responses for the exercises. You will be permitted to use notes generated during the preparation period when participating in the actual exercise. The allotted response time for the lieutenant exam will be approximately 10 minutes for each exercise. The exact exam response times have not been determined. Candidates will be sequestered either before or after the examination.

You will be given a designated preparation time, typically sixty minutes is permitted, to plan your responses to the two oral board exercises. This preparation will be done in a preparation room apart from the rooms in which the oral exercises will be held. During this preparation period, the assessors will not observe candidates. You may bring any reading list source materials to the test site for this exam. Other than a non-electronic dictionary, you may only bring the reading list source materials into the preparation room.

You will be permitted to use notes you generate during the preparation period when participating in the actual exercises. Further, you will be permitted to take notes while participating in each oral exercise, if you so desire. You should be aware, however, that the assessors, when conducting evaluations, will not consider any notes the candidates prepare or use during the oral exercises. The assessors/role-players may take notes during the presentations. For each exercise, you will interact with up to three assessors/role-players. The oral board exercise will not be scored during test administration and assessors/role-players will not score the exercise in which they served as a role-player. All candidates' performances will be recorded via digital video and those videos will be viewed for scoring.

For role-play type interviews, the role-players may play the roles of civilians, subordinates, peers, superiors, or others with whom the candidates are expected to interact in the given situation. For a structured interview, an interviewer will ask each candidate a series of questions, and the candidate is expected to respond. For a presentation, candidates will be given a topic or problem and asked to present their ideas or solutions.

For both oral exercises, candidates will be expected to respond as if they currently hold the rank of lieutenant with the Columbus Division of Police. Scenarios on the exam oral board examination may consist of role-play scenarios, structured interviews, presentations or a combination of these.

Candidates' presentations should be complete, concise, demonstrate a thorough awareness of the issues, and result in sound resolutions to the problems. Candidates

will be evaluated on four managerial dimensions: 1) Oral Communication, 2) Interpersonal Relations, 3) Judgment and Problem Resolution, and 4) Decisiveness and Initiative. Descriptions of these dimensions and examples of performance follow.

ORAL COMMUNICATION

Oral Communication has two basic components—the ability to make one's thoughts or ideas understood by others, and the ability to understand thoughts or ideas expressed by others.

Oral Communication involves the ability to organize thoughts and express them in a clear and logical manner, to comprehend another's meaning, and to use appropriate vocabulary and correct grammar in oral expression. Candidates who speak distinctly and at an appropriate pace, enunciating clearly to the oral board members, are better able to communicate their ideas than candidates who rush or mumble. Oral communication also involves the ability to listen and accurately comprehend what others are saying or asking. Candidates who do not take the time to carefully listen to others run the risk of misinterpreting information. Candidates whose answers are unfocused and rambling present themselves as being confused and unable to comprehend the information presented.

Outlining during preparation is one strategy that can help to enhance a candidate's organization. Thoughts and ideas will generally come across more clearly if they have been organized on paper. An outline can be very useful for generating oral responses to the scenarios.

Examples of Good Performance:

- Verbalizes a well thought-out plan of action
- Presents an organized, detailed outline of steps taken to gain control of the situation
- Expresses ideas clearly and concisely
- Demonstrates understanding of the material presented orally in the role-play and follow-up questions
- Answers questions completely and precisely

Examples of Poor Performance:

- Presents a confused or unclear plan of action
- Voices ideas randomly and/or several at a time
- Fails to answer questions asked by raters
- Responds to only portions of questions
- Contradicts self or previous statements
- Talks too long without making a point

INTERPERSONAL RELATIONS

Interpersonal Relations has two basic components—the ability to work with other individuals in a cooperative and constructive manner and the ability to consider and respect the feelings, needs, and viewpoints of others.

Interpersonal Relations involves the ability to establish and maintain cooperative and constructive working relationships with individuals and/or groups. Those candidates who are insensitive to the needs of others typically convey that insensitivity during the role-playing situations.

Candidates should be able to talk to others in a manner that is not demeaning or arrogant, thus establishing positive relationships during the sessions. Having good interpersonal ability, however, does not mean being non-assertive or indecisive. Good performance requires the demonstration of sensitivity along with the assertiveness necessary to function in the position.

Listed below are some examples of behaviors reflecting effective interpersonal relations that may be displayed in face-to-face situations such as the Oral Board Presentation:

1. Eliciting the input of others, particularly those individuals who may have trouble speaking up on their own
2. Avoiding the tendency to interrupt others
3. Giving others full attention when they speak by listening to and looking at them
4. Complimenting or giving credit to others for good ideas or performance
5. Disagreeing with others in a non-threatening manner
6. Offering support and assistance to individuals experiencing problems

Examples of Good Performance:

- Conveys empathy and respect
- Remains open and sensitive
- Asks questions and elicits information without being judgmental or condescending
- Initiates corrective action in a supportive, positive way

Examples of Poor Performance:

- Approaches others with disdain or arrogance
- Asks questions in an accusatory tone
- Adopts a condescending attitude
- Offers little or no help in resolving problem(s)
- Becomes defensive
- Initiates corrective action in a non-supportive, negative way

JUDGEMENT/PROBLEM RESOLUTION

Judgment and Problem Resolution involves identifying the problem, securing relevant information, assessing alternative courses of action, evaluating the potential results, and making sound decisions based on the logical assessment of available information. In short, this dimension involves the ability to make logical decisions based on the facts. The candidate who fully investigates the options, exhausts all sources of information, and develops a logical solution to a problem will perform well on this dimension. The candidate who doesn't bother to seek out information or consider alternatives, and thus comes to illogical conclusions or develops an ineffective plan, will not perform as well.

Candidates should convey to the oral board members an awareness of the implications of both the problem presented and the solutions proposed. Candidates who only touch the surface of the problem and concentrate on easy solutions convey to the oral board that they do not fully comprehend the problem or the consequences of their actions.

Examples of Good Performance:

- Recognizes and evaluates the consequences of an action
- Develops alternative approaches to deal with a problem
- Deals with the important issues
- Supports conclusions with relevant facts
- Seeks information from a variety of sources

Examples of Poor Performance:

- Doesn't bother to gather information
- Fails to consider alternatives
- Jumps to conclusions without supporting evidence
- Fails to consider important facts
- Develops unacceptable solutions or reaches no resolution

DECISIVENESS/INITIATIVE

This dimension involves originating and implementing programs, taking action to achieve goals, making timely decisions, and committing oneself to a course of action. The candidate who displays a take-charge attitude, and demonstrates a willingness to commit and make decisions will perform well on this dimension. Conversely, the candidate who "waffles," has a difficult time making a decision, or shows little enthusiasm for taking charge of a project will not perform as well.

Examples of Good Performance:

- Displays confidence in decisions
- Demonstrates a positive, results-oriented approach
- Implements a plan of action to achieve a goal

Examples of Poor Performance:

- Struggles to make a decision

- Fails to take action that is clearly warranted
- Demonstrates an unwillingness to take the lead on a project

STUDY SKILLS

The following section describes several study techniques that may be useful in preparing for the examination. You probably have your own method of studying and may even use a combination of the methods presented here. If you have always studied the same way, you may want to try something new. You may want to find a more effective method for studying. The methods discussed are alternatives that you can try in order to determine which method works best for you.

CONCENTRATION TECHNIQUES

You must pay attention to the material if you expect to remember it during the examination. There are several things that you can do that will help you pay attention to the material.

1. Make the material more interesting or meaningful. One way to do that is to apply it to yourself by relating it to your own personal experiences. For example, when studying the supervisor's manual, try to relate the concepts to something you have done or something you have seen a supervisor do.
2. Eliminate distractions from your study environment. These distractions compete for your attention, interfere with your concentration, and "turn off" your memory of the material. It is difficult for people to pay attention to several things at the same time. Instead, a person usually switches back and forth, paying attention first to one thing and then to another. Unfortunately, any material that did not receive attention will not be remembered. This means that listening to the radio while you are studying, or studying in a noisy area will leave gaps in your memory of the material you are trying to learn. Establishing a regular "place to study" may help you to focus your attention.
3. Eliminate internal distractions. Avoid trying to learn or memorize material when you are tired or hungry. Fatigue reduces the amount of material that you can remember. Both fatigue and hunger make concentration difficult. One way to avoid internal distractions is to schedule study times with regular breaks and to set realistic goals.
4. Use the check-mark technique. This technique involves keeping a separate sheet of paper beside you and marking a check on it each time your mind wanders. This makes you aware of how often you are not concentrating and forces you to keep focused. Too many checks could indicate that a different study time could allow you to concentrate better and use your time more effectively.

READING COMPREHENSION TECHNIQUES

1. Page-at-a-Time Method

This method involves stopping at the bottom of each page and summarizing the content in a few sentences. Ask yourself, “What did the author say on this page?” The page-at-a-time method makes you concentrate by forcing your mind to focus on the material while it is still fresh.

2. Organizational Pattern Method

This method involves determining how the author is presenting the material. Once you have identified an author’s organizational pattern, you may be able to better organize both your note taking and your thinking. There are several types of organizational patterns:

- a. Process Pattern: In this pattern, steps are presented in sequence.
- b. Increasing Importance Pattern: This pattern presents information from the least important to the most important.
- c. Decreasing Importance Pattern: Using this pattern, the author organizes information from the most important to the least important.
- d. Cause and Effect Pattern: With this pattern, when you identify a cause or a problem, you are prompted to look for the effect or the solution.
- e. Compare or Contrast Pattern: This pattern involves presenting similarities or differences among theories, ideas, procedures, etc.

3. Paragraph Method

This method involves stopping at the end of each paragraph and summarizing it into one sentence. Simply ask yourself, “What was this paragraph meant to convey?” This helps to ensure that you understand what you read. It will also be helpful to identify the types of sentences and paragraphs you are reading. This approach allows you to identify where the important information is in the material.

- a. Identify types of sentences by function
 - Topic sentences are controlling ideas
 - Supporting sentences explain and prove the main idea
 - Concluding sentences sum up the discussion
- b. Identify types of paragraphs.
 - Introductory paragraphs give the main idea
 - Expository paragraphs present new information
 - Transitional paragraphs tie information together
 - Summarizing paragraphs restate main ideas and draw conclusions

4. SQ3R: A method for Studying

The symbols “SQ3R” stand for SURVEY, QUESTION, READ, RECITE, and REVIEW. These five elements make up a set of study habits that almost always guarantee success.

- a. Survey: To survey is to find the limits or borders of an area. Surveying the material to be studied is the first step in the SQ3R method. This step allows you to distinguish between important information and trivial detail.

The most obvious way to survey a body of information is to scan it from start to finish. By skimming over the pages, you will get an idea of what is to come and how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. In most textbooks, this type of survey is made much easier through chapter summaries. Chapter summaries can give a quick overview of the important parts or pieces of the chapter. If you look at the chapter itself, you will see that it is usually broken down into smaller parts or pieces through the use of headings. Bold headings introduce big or important elements; smaller headings introduce sub areas of these important elements. These headings can provide an important road map through the chapter.

- b. Question: Most people need a reason to do things. The same is true for studying or reading a textbook. Try to formulate questions about the text you are about to read. Finding the answers to these questions will give more meaning to the material that you are reading. One way to develop these questions is to begin with the list of headings from the chapter outline. Write a question for each major and minor heading.
- c. Read: For most people, reading means the same thing as studying. Reading is important, but it will be done more effectively when the survey and question steps have been completed.

Material should be read in the small “chunks” that you identified in the survey stage. One section might be all of the material under a major heading. If several pages are included under a major heading, divide it up into smaller sections separated by minor headings. Try to determine how many sections you will read in a given study session. Once you are able to answer the questions you developed in the previous step, you can move on to the next section. Be sure you understand the material in the section you are reading before you move on to the next section. A good time to take breaks is between these sections, not in the middle of them.

It is important to understand the material you are reading. One way to do this is to keep a list of all unfamiliar terms and their meanings. The quicker you get to know the meaning of all the terms, the more effective your studying will be. You might want to keep a notebook of these unfamiliar terms as well as important terms. You will find that this notebook of terms will be a big help in preparing for the closed-book examination.

To become a more active participant in the studying process, you might also want to mark or underline or highlight the text while you are reading. This will also help you to focus on the major ideas and keep you from getting bogged down with unimportant details. Reviewing the material will be easier since you have already given yourself some hints and associations that will aid in later recall.

Highlight or underline key words and concepts and make notes to yourself in the margins. If you choose to use the underlining and marking method, here are a few guidelines:

- Read through the entire section once before doing any underlining or marking.
- Don't mark or underline too much; the value of the technique lies in highlighting only the most important material.
- Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
- Use symbols as much as possible. For example, use "?" as a symbol for questions you have; use "*" to stand for a particularly important idea.

The act of identifying and choosing the most important material to be highlighted will make recalling this information in the chapter easier at a later point in time.

- d. Recite: An important step in this method is the Recite Step. Recitation will help you to remember the information that you have just read.

Recitation does not have to be out loud, but it should be formal. Don't just look over the information and say to yourself, "Now I know it." The point is that you should recite the information that you are trying to learn. This can be done in several ways. One popular method is to close the book and try to repeat what you have just read. Then check to see if you were correct. A second way is to answer questions about the material you have just read.

Reciting material with the assistance of another individual is also helpful. You can ask each other questions about portions of the material, which will make you recite the material in a very formal way. Choosing someone who is familiar with the material is not necessary. The person only has to be able to recognize that what you have said is what is written in the book or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten right after it is first learned.

Do not try to recite too much information at once. Depending on the number of pages covered, this might be all of the information in one major heading or even one subheading. A whole chapter is certainly too large a unit for recitation purposes.

- e. Review: The last step of the SQ3R method is review. When you have finished studying a block of material such as a chapter, you should review what you have learned. This can be done through reciting or through answering specific questions. The point is that you should go back over the material once you think you have learned it.

The second form of review is done just before you begin a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening previous learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

The final form of review is done before a test and is most effective in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and can increase the meaningfulness of the information. It is sometimes easier to remember the information if you think back to who said what and how the review conversation went.

NOTE-TAKING SYSTEMS

1. Cornell Note-Taking System

This system involves drawing lines to leave margins of a couple of inches on the left and bottom part of the paper. The left margin is used for cue words or questions, and the bottom is used to summarize. The note taking process for this method is as follows.

- a. Record
- b. Question
- c. Recite
- d. Reflect
- e. Review
- f. Summarize

2. Questions-in-the-Margin System for Reading Textbooks

- a. Survey the entire chapter
- b. Return to the first paragraph and read to determine what is important
- c. Write a brief question about the key points in the margin
- d. Underline or highlight key words, phrases, or sentences which answer your questions

MEMORY TECHNIQUES

1. Distributive vs. Massed Practice

Distributive practice involves studying for short periods on many days, for example, studying for fifty (50) minutes with a ten (10) minute break each hour. This method reduces fatigue and boredom. Also, motivation is stronger in short blocks of time.

Massed practice involves studying for many hours on relatively few days. It is a method also called cramming. This method is generally useful for creative process, for example, when writing a paper.

VISUALIZATION

The left-brain is used for reading, note-taking and memorization, while the right brain is used for looking at graphs, shapes, and forms, and for visualizing and focusing on the whole. By visualizing while studying, you use both hemispheres of the brain and strengthen the ability to recall information at a later time.

A concept map or word diagram can help you to visualize material. This is an outline in a flow chart format that shows key points and how they are related. It can be used to reinforce important facts, clarify difficult passages, and organize and pull together ideas, and can be used as a review.

TIPS

1. Start early
2. Schedule regular study times
2. Recitation and repetition are important in transferring information from short-term memory to long-term memory. More material is retained when a greater proportion of study time is spent reciting.
3. Creating associations can be useful, as you will organize related information in your memory.

2018 Columbus Police Lieutenant Promotional Exam Reading List

All internal reading sources may be used for all phases of the examination for the Police Lieutenant exam. The revisions cutoff date for all internal division sources is 1/31/18.

Internal Division of Police Sources:

Directives Manual

Supervisor's Manual

Arrest Search & Seizure Manual

2017 In-Service Training Legal Updates

Emergency Operations Manual

FOP Contract (December 9, 2014 - December 8, 2017)

Patrol SOP Manual

Outside Reading Sources:

Supplemental sources, including, but not limited to texts, articles and documents may be announced as needed for the written work sample and oral exam at the time of the application filing period.

Electronic sources will not be permitted for use during exams.